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ABSTRACT

Only recently have providers of services to battered women and abused children begun to look at the connection between these two populations. This manual is a tool for any adult who comes in contact with children of battered women. Its purposes include: giving basic information about battered women and describing how this abuse and violence affects children; suggesting an intervention model; proposing safety plans for women and children; providing recommendations of community resources to use; affording school personnel in-service training; and furnishing a violence prevention curriculum. The manual opens with an overview of the dynamics of family violence. It addresses myths about battered women, the battering relationship, and other areas of concern. Some suggestions for recognizing and intervening in battering relationships are then offered, such as four common stages of battered women's experiences, a tool for identifying a battered woman, what a batterer may do when a woman leaves, and legal options and safety plans for women and children. Since schools are necessarily involved in these problems, the manual outlines educators' legal responsibilities, provides a suggested lesson plan for in-service training, and offers ideas on classroom activities to promote violence prevention. Contains handouts and a 44-item bibliography. (RJM)

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ED 379 564

VIOLENCE IN FAMILIES:

An Educator's Guide to Protect Children of Battered Women

Edited by Linda M. Edington & Elizabeth G. Last

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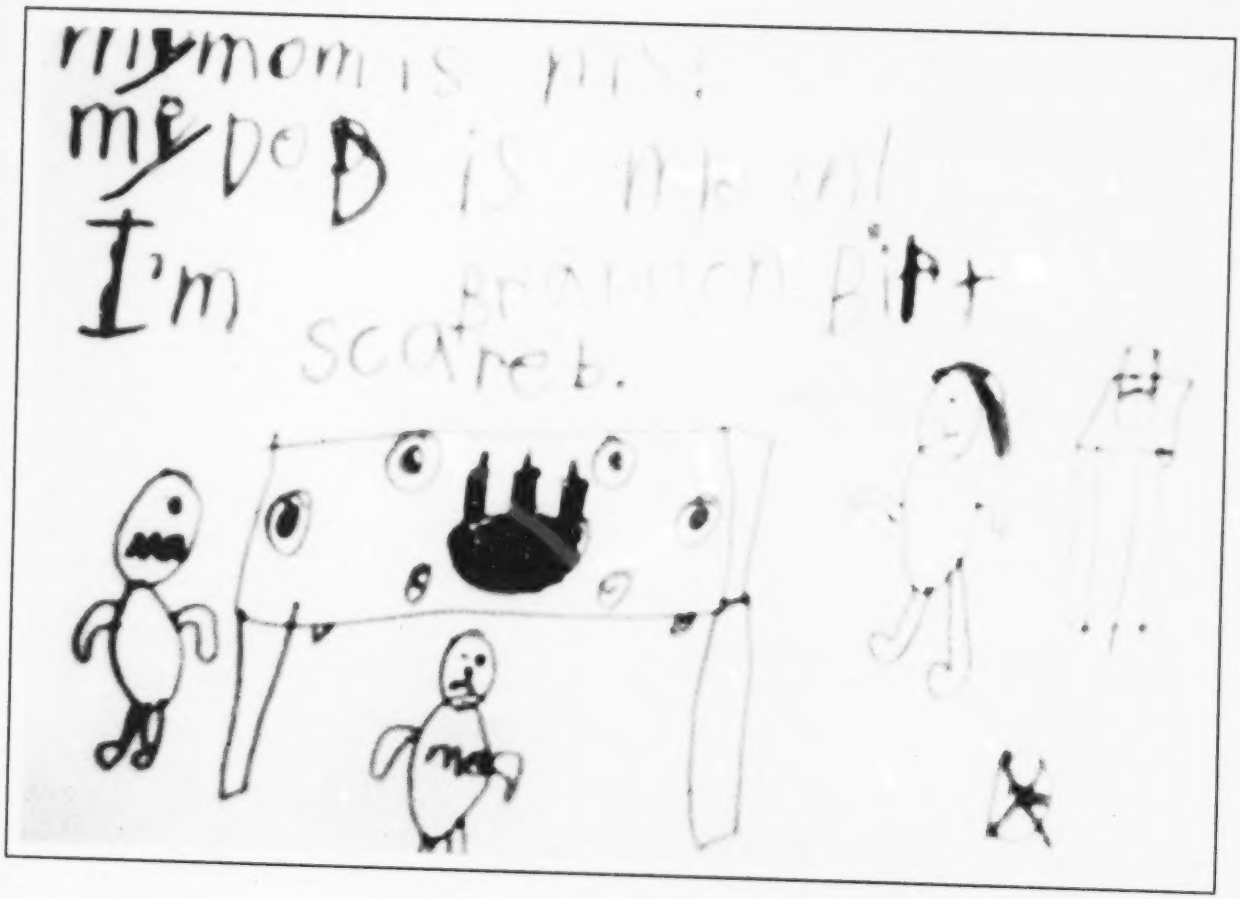

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Introduction

"I saw my child tell her father how her tryout for a play had gone that day and he didn't even acknowledge her presence. I realized he had done that to me for a long time and that I couldn't let that happen to my daughter. That was the night I decided to leave." "He was coming after me and my daughter was trying to stop him. He swung and knocked her over. It was that incident that made me realize the children were in danger." "If Mom hadn't shot him I know me and my brother would be dead."

The battered women's movement has significantly improved services for battered women over the past twenty years. Child abuse intervention began about thirty years ago in response to the increasing rates of child abuse. Only recently have providers of both services begun to look at the connection between children who are abused and their mothers being battered.

The most sensational recent story of child abuse and woman battering is that of Lisa Steinberg and her adoptive mother, Hedda Nussbaum. Lisa died because Hedda, like many other battered women, was unable to defend her child because Hedda's own life was threatened. Hedda Nussbaum, unlike other battered women, did not leave the relationship when she saw the children were next.

When a mother is being abused and battered her children witness the violence, hear the threats, feel the terror. This manual is a tool for any adult who comes in contact with children of battered women. The purpose is to:

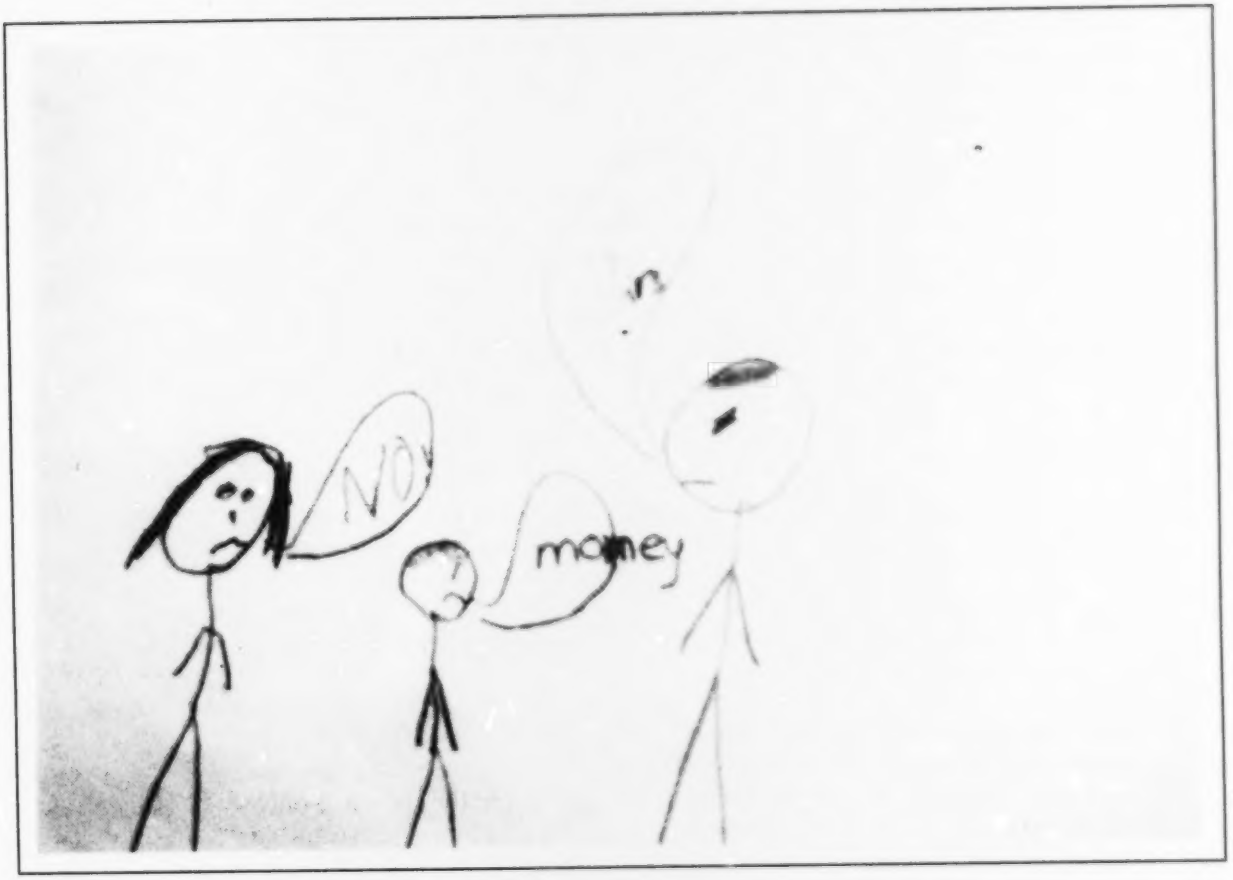
- give basic information about battered women,
- give specific information as to how this abuse and violence affects children,
- suggest an intervention model,
- propose safety plans for women and children,
- provide recommendations of community resources to use,
- provide school personnel in-service training,
- provide violence prevention curriculum.

This manual is dedicated to all the children of battered women who wanted their mothers to be safe and who were powerless to protect them.

Definitions

Affidavit	A written statement or declaration sworn to before an authority.
Batterers	Persons who seek to dominate their primary partners through acts of physical violence, and or verbal and emotional abuse.
Battered Women	Women who are injured physically and/or psychologically by their primary partners.
Child Protection Services	A division of the County Department of Public Welfare responsible for investigation and follow-up of reported child abuse and neglect.
Civil Order	A protective order issued by a civil court.
Domestic Disturbance	A law enforcement term for violent conflict between or among persons living together as a family.
Emotional Maltreatment	Mental/emotional harm inflicted by verbal harassment, threats, and systematic destruction of an individual's self-esteem.
Indiana Juvenile Code	The body of Indiana law devoted to the care, protection, and punishment of persons eighteen years of age or younger.
No Contact Order	As a condition of bond or probation, a court may require a defendant to refrain from any direct or indirect contact with a specified person.
Physical Abuse	An individual inflicts or allows infliction of physical injury by other than accidental means.
Primary Partner	Spouse or lover of a person in a domestic relationship.
Probable Cause Battery	A law enforcement officer may, without having observed the violence, arrest a person whom he/she believes to have assaulted another person.
Protective Order	A person may petition a court of record for a temporary or permanent protective order if that person or his/her property has been abused.
Restraining Order	An order issued by a court to prevent undesired contact by one spouse with the other while in the process of obtaining a divorce.
Sexual Abuse	Sexual exploitation of one person by another.
Violence	Act carried out with the intention or perceived intention of causing pain or injury to another person.

Notes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Dynamics of Family Violence

Myths about Battered Women

There are several reasons for the perpetuation of violence against women by their primary partners.

Violence is learned and continuously reinforced in this culture. The one-up mentality of Rambo, the belief that men are more capable than women, and the lack of consequences for batterers are only a few of the components.

Two other indicators highlight the violence imbedded in our culture. The first is that the United States had laws to protect animals before there were laws to protect children. In fact, the first legal action to protect a *child* from abuse was brought by the Society for the Prevention of Cruelty to Animals. Secondly, as recently as 100 years ago some states still held with that part of English Common Law which permitted a husband to beat his wife as long as the switch he used wasn't any thicker than his thumb. The "rule of thumb" expression comes from this law.

We can see the United States has come a long way from these two realities. However, there are still millions of women and children suffering and dying every day as a result of misconceptions and complacency toward violence in families.

A few of the more commonly held myths that interfere with intervention and prevention of domestic violence:

1. **A battered woman provokes the violence.**
   A battered woman often takes responsibility for the violence because she has been conditioned to do so by the batterer, her family, and the church. If only she would be different, try harder, pray, stay for the children — these are comments she often hears. When she is asked why she doesn't leave, or why she doesn't do something different, the battered woman is given the message that she is responsible for the abuse, therefore she provokes the violence.

2. **Battered women don't use help when it is offered; they keep going back to the batterer; they must like it since they don't leave.**
   Battered women learn to survive in a violent relationship, not to escape. They become hostages, economically and emotionally. When there aren't other resources such as safe, affordable housing, child care, or transportation, they are trapped. Service providers, family members and friends must remember the abuse did not develop overnight and that women will need support and

assistance until they are able to live independently. Using power and control to get them to change will not help them change the batterer or help them develop the courage to use escape skills. Often battered women do leave, start over, and the batterers pursue them. They continue to threaten, harass, beat, attempt to kill, and frequently do kill the women. The reality is that the community needs to stop the batterers' violent/abusive criminal behavior.

3. **Drugs and alcohol cause the violence.**
   Although violence occurs when one or both partners are under the influence of alcohol or drugs, battering still occurs when there is no use of alcohol or drugs. Alcohol and drugs are often used as the excuse for the violence.

4. **Battering is a result of batterers' not having control of their anger.**
   There are various forms of power and control. Physical violence is what perpetuates batterers' control over women. Many of these assaults do not occur during fits of rage or temper explosions. If batterers could not control their anger, they would be involved in additional violent incidents on their jobs or in public places.

5. **Battered women are poor and uneducated.**
   Battered women are found in all socio-economic classes and come from all ethnic, racial, and religious backgrounds. They may be educated or uneducated.

6. **Domestic violence is a private/family matter.**
   Assault and battery is a crime in the State of Indiana regardless of the relationship between perpetrator and victim. Statistics show that a woman is beaten every 18 seconds and 30 percent of female homicide victims are killed by their partners or ex-partners. Life threatening criminal activity is not a private/family matter.

7. **Battering is between parents and doesn't affect children.**
   Several studies and recent books document that children feel responsible for their mother's being beaten, that their normal development is affected, and that they suffer a greater degree of child abuse and neglect. The statistics that follow underscore the reality for children of battered women.

What Happens in a Battering Relationship

A batterer uses an identified pattern of control to maintain dominance over his partner. The power and control wheel on page 20 gives a few specific examples in the various categories. They include intimidation, economic abuse, threats, isolation, and using the children. His behavior is intended to physically harm her, arouse fear in her, and keep her from thinking, feeling and acting on her own.

This sense of a man's entitlement and the related abusive behavior often begins in subtle ways early in a relationship. Initially his partner and others may see his behavior as "caring." For example, he may interrogate her about the time she spends with other women or become extremely jealous of her male friends, relatives, or co-workers. This is a major factor in her becoming more and more isolated. Because of minimal contact with family and friends, her reality becomes distorted and she has little support to leave. This all adds to the batterer's power and increases his domination. Gradually his abusive behavior becomes more controlling and humiliating. Name calling, withholding affection, and telling her she is stupid or crazy are examples of this. Verbally abusive behavior is often accompanied by physical assault in the form of shoving, slapping, hitting, or pulling her hair. This violence may escalate to severe beatings, use of weapons, and death. During pregnancy a woman's chances of being battered increase significantly.

Once the first battering incident occurs a 3-part cycle of violence begins to follow a repeated pattern. There is a tension-building phase with verbal abuse and many attempts on her part to anticipate his needs and satisfy them. She may begin to avoid him for her own protection. Between the first and second phase, the misconception that batterers lose control of their anger occurs. The actual physical abuse is not necessarily premeditated, however, batterers do have control of their anger. If they did not, they would be spontaneously violent at work or in other public places. Batterers know abuse is a very effective means of controlling their partners and that is why battering most often happens behind closed family doors.

The second phase is the battering. This is the slap, the punch, the kicking, the beating, and the use of a weapon. The third phase of the cycle is the "honeymoon." Sometimes, not all the time, a batterer is contrite, or denies his violence. This is when she will receive promises it will never happen again. He gives her flowers and gifts. The honeymoon is a reminder of what he was like when they first met and what she still hopes he will change back to.

With society encouraging the family to remain silent about the violence and more threats of abuse from the batterer it is difficult for her to seek help more actively. The battered woman develops survival skills instead of escape strategies. It is important to note that some women do leave these relationships. Some women

leave after the first physically violent episode; others stay until the children are grown. There is no research that gives an average length of an abusive relationship. The length of time varies although it averages about the same amount of time as other relationships that end in divorce.

Battered women typically are socially isolated, feel guilty, confused, deny the danger, believe in a traditional gender role, and have strong beliefs about keeping the relationship together. When battered women leave, it is usually because they felt someone understood what was happening in their lives and believed them. This outside person provided feedback to reinforce battered women's instincts that abuse is not acceptable, gave information, and offered access to support resources.

Batterers are externally motivated, deny responsibility for their behavior, minimize their violence, are extremely jealous, believe in the traditional male gender role, and alternate between extreme caring and extreme aggressiveness. Batterers learned to use violence to maintain power and control over their partners. They can unlearn this behavior in batterers' groups when they are confronted by other batterers who used the same techniques to keep their partners in fear for their lives.

Research and Statistics

Research on the implications for children of abusive relationships is a relatively new undertaking. Not until the impact of the women's movement in the 1960's allowed a previously closed subject to be discussed did public sentiment permit consideration and study of domestic violence. Since that same time, repeated studies have shown the extent and impact of violence in the American family. One in ten women is abused each year by the man with whom she lives (Mcleod 1987). Repeated, severe abuse occurs in one of every fourteen marriages (Dutton 1988).

The United States lost 39,000 soldiers during the Vietnam War from 1967 to 1973. During that time period, 17,500 women and children were murdered by members of their families (Grusznski, Brinkm, Edleson 1988). More women are abused by their husbands or boyfriends than are injured in car accidents, muggings or rapes (Toufexis, 1987).

In an extended study of violence in American families, Straus and his colleagues found that arguments over children's behavior and discipline were the major source of disagreement leading to violence against spouses. Although children are never to blame for being the source of this conflict, they, nevertheless, frequently assume a large measure of guilt and responsibility for the family disruption.

In 1984, Carlson estimated that a minimum of 3.3 million children in the United States are each year exposed to parental violence. Bard found, in an evaluation of a police crisis intervention program in New York City in 1970, that children were present in 41 percent of the "domestic disturbances" that led to police intervention. Based on her clinical experience, Sinclair suggested in 1985 that if children are in a violent family, 80 percent of them will witness an episode of wife assault.

Retrospective accounts from women in shelters reveal that as many as 80 percent recall witnessing their mothers being assaulted by their fathers as well as being assaulted themselves as children (Gayford, 1975).

Several researchers have found the extent of overlap between wife assault and child physical or sexual abuse to be approximately 30 to 40 percent (Hughes, 1982, Straus et al., 1980). In a study of women and children taking refuge in shelters, Layzer et al. reported in 1985 that among children over 18 months of age nearly 70 percent exhibited mood-related disorders, including anxiousness, crying and sadness. This age group of children was also observed to have problems interacting with peers or adults (40 percent) and one third displayed health and sleep disturbances. In other studies of women and children in

shelters, staff estimated that only 14 percent of the children who came to the shelter showed little or no evidence of one or more behavior disorders. Interestingly, 80 percent of the staff also noted clear sex differences in the expression of children's distress, describing the differences in terms of males being more aggressive and females being more passive.

How Children Are Affected by the Observation of Violence

Interviews with workers in protective shelters and other professionals who work with children and youth who have witnessed violence in their homes document a variety of responses by children. They describe both young children and adolescents as being "emotionally needy," yet expressing their needs in many different ways. Infants are often described as having sleeping problems, health problems, and a lack of responsiveness to adults. Young children are characterized as anxious, sad, irritable, defiant or withdrawn. Frequently older boys are described as being aggressive whereas girls are noted as being passive and dependent. Adolescents, especially, have been observed using aggressive behavior to handle conflicts. The natural anxiety of the teenage years is exacerbated by experiencing violence in families. Children exposed to wife abuse have school adjustment problems, rebel against adult instruction, and lack motivation. This sampling of children's responses to chronic family violence indicates there is not a "typical" reaction but rather different reactions influenced by several factors.

Currently many professionals believe that the reactions of children who witness family violence are similar to the reactions of children who have been physically abused; that is, there may be disruptions of normal developmental patterns that negatively impact cognitive, emotional, and behavioral adjustment. Several factors believed to influence the developmental effects are age and gender, amount of violence witnessed, whether the child was also a victim as well as an observer, and the mother's emotional stability.

These factors interact with the belief that the emotional development of children is greatly influenced by the safety and nurturance provided by their environment. When continuity and order are replaced by violent disruptions and uncertainties, children will respond in ways that may be detrimental to their overall development. For example, children's understanding of what is happening when their parents argue and their ability to cope with what they see and feel is a function of their cognitive abilities and adaptation skills. Young children's responses to anger or violence may appear to be more immediate because they have less ability to relate to or explain the entire situation they have observed. They may focus upon the angry words, the angry face, or the moment of physical contact. The source of the anger or violence is not understood. Older children and adolescents have learned to interpret cues and situations and therefore, may be able to put the situation into a perspective that influences the child's response to the father and future actions toward the mother. Responses range from being secretive about the situation to displaying ambivalent attitudes toward either or both parents. This difference is influenced by the cognitive development level for each child and by the degree of exposure to anger and violence.

Some researchers have found that by school age, gender-related differences begin to be observed. Several studies have noted that boys are more likely than girls to be disruptive and aggressive. Girls internalize their difficulties. This leads to problems such as somatic complaints and withdrawn, passive, clingy and dependent behaviors. Many adolescent girls develop a distrust of men and are likely to be victims of physical violence from boyfriends as they begin to date.

Several studies focusing upon problem solving abilities compared children who witnessed wife abuse with those who had not. Results implied that children who were witness to wife abuse tended to choose either passive or aggressive strategies to resolve interpersonal conflict and were less likely to use assertive strategies. Children exposed to higher frequencies and intensities of wife abuse were less able to understand others' feelings and social interactions than those children exposed to lesser degrees of wife abuse. Also, those exposed to the higher levels of abuse were observed to offer fewer constructive strategies (e.g., discussion, mutual compromise) and more nonconstructive ones (e.g., verbal and physical aggression, passive resolution) when confronted with peer conflicts.

It appears that children and adolescents in violent homes learn that violence is an appropriate way of resolving conflicts in intimate relationships and that assaultive behavior is an effective means for gaining power and control over others. Continued occurrences of violence become the fuel for developing rationalizations about the major role violence plays when confronted with conflict or stress. In some cases the youth may be so angered by the violence that feelings of hopelessness give rise to silent plans of retaliation, especially for female adolescents.

Often children of battered women may demonstrate an exaggerated sense of responsibility for violence in their families. They may feel that they have caused the violence by their own behavior and are thus responsible for their parents' violent actions. These feelings of responsibility are manifested through the children's desire to be perfectly behaved. This perfectionism can be viewed by the children as a way to placate their fathers and protect their mothers, thus reducing the likelihood of violence.

To date the evidence pertaining to children who witness family violence implies that approximately one-third of the boys and one-fifth of the girls display emotional and behavioral problems that interfere with normal development. There appears to exist a significant proportion of children who demonstrate social competence and few negative reactions to the stress of violence in their families. Current research addressing children's strategies for coping with such stress reveals that the disposition of the child (e.g., ability to adjust to new situations), support within the family system (e.g., good relationship with one parent), and support figures outside the family system (e.g., peers, relatives, teachers) are key protective factors. It appears that children's ability to master the necessary coping tasks is an important factor in their adjustment to stressors and family disruption.

Indications of Maltreatment in Children

James Garbarino, a noted authority on the emotional maltreatment of children, describes five forms of emotional maltreatment of children:

- ☐ *Rejecting* — explicit refusal to accept the child;
- ☐ *Ignoring* — being psychologically unavailable to the child;
- ☐ *Terrorizing* — verbal assault, creating a climate of fear and bullying the child;
- ☐ *Isolating* — cutting the child off from normal social experiences;
- ☐ *Corrupting* — teaching the child socially deviant patterns of behavior.

"What most children typically cannot handle," Garbarino notes in his booklet, *Emotional Maltreatment of Children*, "is a pervasive pattern of destructive emotions or extreme outbursts that threaten their world."

It clearly follows that most children living in a violent household are at risk for being emotionally abused. And as research has demonstrated, these children may also be the victims of physical or sexual abuse or neglect. The following are some general indicators to look for. It is important to realize that just because a child has one sign or symptom does not necessarily mean he or she is being maltreated. This does, however, indicate the possibility of abuse. If child and parent show some of the indicators below, closer observation of the child is warranted to determine if s/he shows specific signs of physical or sexual abuse or neglect which must be reported to Child Protection Service.

Behavioral Indicators

The child may:

- ☐ show a sudden change in behavior or school performance;
- ☐ have not received help for physical, medical, or school problems brought to the parent's attention;
- ☐ have a learning problem that cannot be attributed to specific physical or psychological causes;
- ☐ be always watchful, as though preparing for something bad to happen;
- ☐ lack adult supervision;
- ☐ be overly compliant, an overachiever, or too responsible;
- ☐ come to school early, stay late, and not want to go home;
- ☐ act out aggressively toward adults, other children or toys.

The parent may:

- ☐ show little concern for the child, respond rarely to the school's requests for information, conferences or home visits;
- ☐ deny the existence of (or blame the child for) the child's problems in school or at home;

- ask the classroom teacher to use harsh physical discipline if the child misbehaves;
- see the child as bad, worthless, or burdensome;
- demand perfection or a level of physical or academic performance the child cannot achieve;
- look primarily to the child for care, attention.

The parent and child may:
- rarely touch or look at each other;
- consider their relationship entirely negative;
- state that they do not like each other.

SIGNS OF ABUSE AND NEGLECT IN CHILDREN

None of these signs, alone, proves that child maltreatment is present in a family. Any of them may be found at one time or another. But when these signs appear repeatedly or in combination, they warrant a closer look at the situation and consideration of the possibility of child abuse.

EMOTIONAL MALTREATMENT

The physical signs of emotional maltreatment are typically the result of the physical manifestations of emotional disorders. Some of these include:

- *eating disorders* — bulimia, anorexia nervosa, extreme obesity;
- *elimination problems* — extreme constipation, constant vomiting or diarrhea;
- *speech disorders* — stuttering.

Some behavioral signs of emotional maltreatment are:
- habit disorders such as biting, rocking, head-banging or thumbsucking in an older child;
- daytime anxiety and unrealistic fears;
- withdrawal and anti-social behaviors;
- poor relationships with children of own age;
- defiant behavior;
- behavioral extremes; aggressive or passive; inappropriately adult-like or infantile; rigid or overly impulsive behavior;
- lack of creativity and healthy exploration — seems not to know how to play;
- apathetic; seems indifferent and listless;
- daydreaming frequently, over-fantasizes; seems removed from reality;
- irrational and persistent fears, dreads, or hatreds;
- sleep problems, nightmares;
- appearing to get pleasure from hurting other children, adults or animals;

- ☐ appearing to get pleasure from being mistreated;
- ☐ developmental lags;
- ☐ suicide attempts.

SIGNS OF PHYSICAL ABUSE

Consider the possibility of physical abuse when the child has:

Unexplained bruises and welts:
- ☐ on the face, lips and mouth;
- ☐ in various states of healing;
- ☐ on large areas of the torso, back, buttocks, or thighs;
- ☐ in clusters, forming regular patterns, or reflective of the article used to inflict them (electrical cord; belt buckle, wooden spoon);
- ☐ on several different surface areas (indicating child has been hit from different directions).

Unexplained burns, including:
- ☐ cigar or cigarette burns, especially on the soles of the feet, palms, back, or buttocks;
- ☐ rope burns on the arms, legs, neck or torso.

Unexplained fractures:
- ☐ to the skull, nose or facial features;
- ☐ in various stages of healing (indicating they occurred at different times);
- ☐ multiple or spiral fractures;
- ☐ swollen or tender limbs;
- ☐ any fracture in a child under two years old.

Unexplained abrasions and lacerations:
- ☐ to the mouth, lips, gums or eyes;
- ☐ to the external genitalia;
- ☐ on the backs of the arms, legs or torso;
- ☐ human bite marks (especially when they appear adult size or are recurrent);
- ☐ bald spots and scalp bruises (caused by hair pulling).

A physically abused child may exhibit the following behavioral signs:
- ☐ be wary of physical contact with adults (shrinks away from adult's touch);
- ☐ display extreme behavior (extreme aggressiveness or withdrawal);
- ☐ fear going home or cry when it is time to leave school;
- ☐ report injury by a parent or another adult caregiver;
- ☐ frequently be late or absent from school;
- ☐ wear extra clothing to conceal injuries;
- ☐ give unbelievable explanations for his/her injuries or claim no knowledge of the source of the injury.

SIGNS OF SEXUAL ABUSE

Possible physical signs include:

- ☐ evidence of trauma to mouth or genitals;
- ☐ rectal bleeding;
- ☐ complaints of pain or discomfort in the genital area;
- ☐ torn or bloodstained clothing;
- ☐ venereal disease;
- ☐ unusual or offensive odors;
- ☐ difficulty in walking or sitting;
- ☐ pregnancy in adolescent or pre-adolescent girls.

Any one of these alone does not necessarily mean there is sexual abuse. They are general indicators of stress in a child. They include:

- ☐ unusual interest in and/or knowledge of sexual acts and language inappropriate to the child's age;
- ☐ seductive behaviors with classmates, teachers, other adults;
- ☐ excessive masturbatory behavior;
- ☐ continual avoidance of bathrooms. Some abuse within homes takes place in bathrooms, and some children come to associate any bathroom with sexual abuse;
- ☐ frequent absence and/or late arrival at school, especially if notes are always written by same person;
- ☐ an abrupt change in behavior or personality;
- ☐ marked decline in interest in school, and in academic performance;
- ☐ indirect hints, allusions to problems at home.

SIGNS OF NEGLECT

Neglect is defined as a lack of food, clothing, shelter, supervision, medical attention, or education.

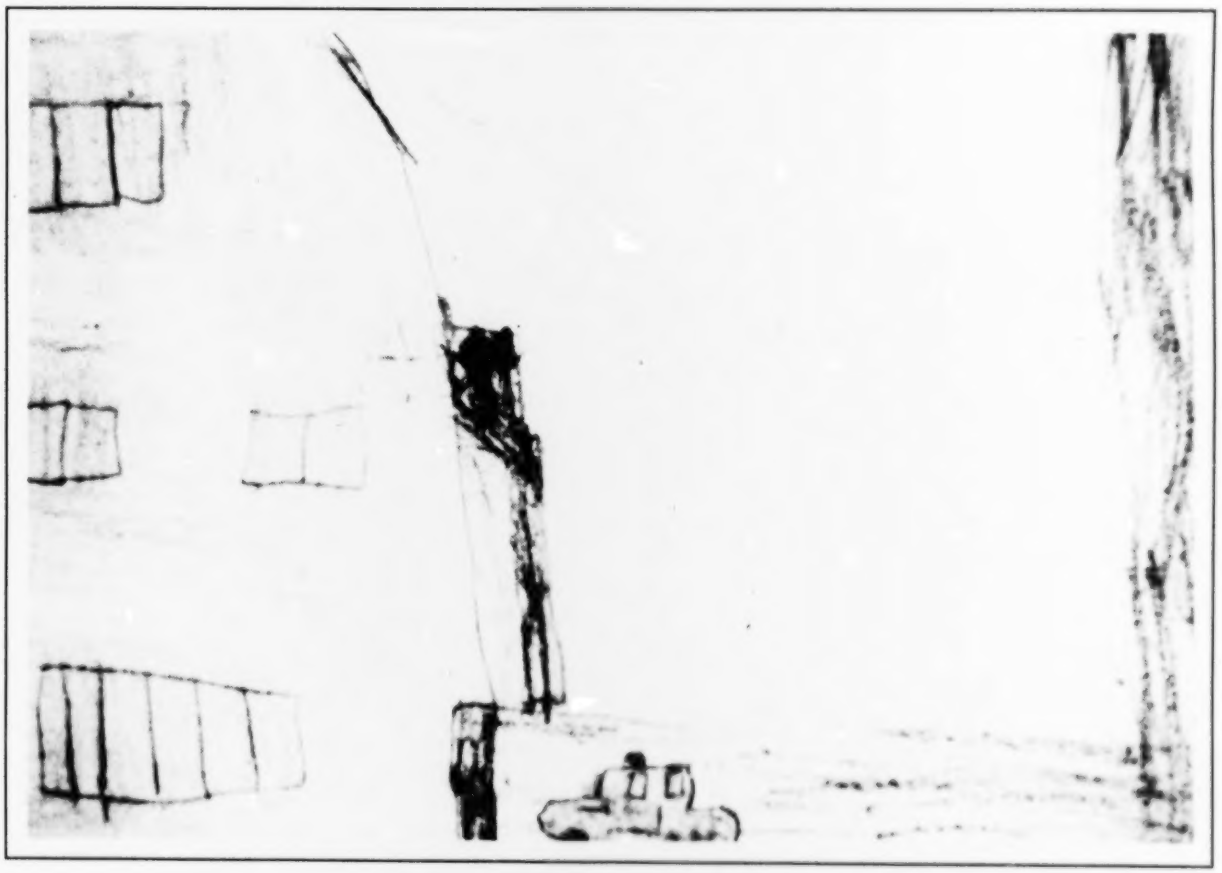
If adults fail to provide a child with one or all of these requirements over a period of time, they may be considered neglectful.

Physical signs of neglect include:

- ☐ poor hygiene or inappropriate clothing for the child;
- ☐ constant hunger, begging or stealing food or money;
- ☐ lack of needed medical or dental care, immunizations, or glasses;
- ☐ constant lack of supervision, especially when engaged in dangerous activities over extended periods of time;
- ☐ frequent absences from school.

Behavioral signs of neglect include:

- ☐ constant falling asleep in class;
- ☐ rare attendance at school;
- ☐ coming to school very early and leaving very late;
- ☐ addiction to alcohol or other drugs;
- ☐ engaging in delinquent acts such as vandalism or theft;
- ☐ stating that there is no one to care for or look after him/her.



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Intervention Model

Intervention

If you see signs of emotional maltreatment of a child which may indicate the presence of domestic violence, first discuss this with the child's parent to assess what is happening in the family. When you are aware that a child's mother is being battered, use this model to guide your intervention. This is a suggested model to use with battered women who are mothers of children with whom you are working. Always keep the woman's and child's safety as the top priority.

1. Help the woman identify her conflicting feelings about wanting to leave and also wanting the violence to stop so that the family can remain intact. Go over the myths about battered women and give her a copy of the power and control wheel (page 20).

2. Use the tool for identifying a battered woman to help her assess the seriousness of her situation and the level of danger (see page 21).

3. Go through stages of awareness typical of battered women (see page 22).

4. Go over several techniques batterers usually use when a battered woman leaves (see page 23).

5. Go over legal information on protective orders, restraining orders, no contact orders. Suggest that she contact an attorney for more specific advice (see pages 24 and 25). Request that she notify the school immediately if such an order is issued.

6. Assist her with developing safety plans for herself and the children (see pages 26 and 27).

7. List community resources available to assist her further to be safe (see page 29). Call to get further details on what services are available in your area.

8. Go over your legal responsibility to report child abuse (see pages 33 to 35).

9. Tell her you recognize how serious the situation is for her. Help her do what she is able to do.

10. Be aware that after your intervention she may not make any immediate changes. Be patient and consistent in offering support and encouragement. Recognize that other people in the mother's life may be giving her contradictory information.

Power and Control Wheel

This wheel shows how the various forms of abuse are kept in place with physical and sexual abuse. Physical abuse is purposeful and never an isolated action.

PHYSICAL VIOLENCE SEXUAL
USING COERCION AND THREATS
Making and/or carrying out threats to do something to hurt her • threatening to leave her, to commit suicide, to report her to welfare • making her drop charges • making her do illegal things.
USING INTIMIDATION
Making her afraid by using looks, actions, gestures • smashing things • destroying her property • abusing pets • displaying weapons.
USING ECONOMIC ABUSE
Preventing her from getting or keeping a job • making her ask for money • giving her an allowance • taking her money • not letting her know about or have access to family income.
USING EMOTIONAL ABUSE
Putting her down • making her feel bad about herself • calling her names • making her think she's crazy • playing mind games • humiliating her • making her feel guilty.
POWER AND CONTROL
USING MALE PRIVILEGE
Treating her like a servant • making all the big decisions • acting like the "master of the castle" • being the one to define men's and women's roles.
USING ISOLATION
Controlling what she does, who she sees and talks to, what she reads, where she goes • limiting her outside involvement • using jealousy to justify actions.
USING CHILDREN
Making her feel guilty about the children • using the children to relay messages • using visitation to harass her • threatening to take the children away.
MINIMIZING, DENYING AND BLAMING
Making light of the abuse and not taking her concerns about it seriously • saying the abuse didn't happen • shifting responsibility for abusive behavior • saying she caused it.
PHYSICAL VIOLENCE SEXUAL

Domestic Abuse Intervention Project
206 West Fourth Street
Duluth, Minnesota 55806
218-722-4134

1. Help the woman identify her conflicting feelings, her wanting to leave and wanting the violence to stop so she could stay. Go over the myths about battered women and give her a copy of the power and control wheel.

A Tool for Identifying a Battered Woman

These questions are a general guideline for helping a battered woman name her experience. This can be given to the woman to be checked on her own. She can keep the answers confidential. Another possibility would be to have someone working with the woman asking the questions as a means of addressing her potentially life threatening situation.

Yes	No	
____	____	Does your partner call you names?
____	____	Does he threaten you to make you do what he wants?
____	____	Has he threatened to beat or hurt the children?
____	____	Has he ever threatened to kill himself or you?
____	____	Does he time your trips to the store, returning from work?
____	____	Does he keep money from you?
____	____	Has he convinced you that he is the only one who loves you and that he is the only one who will help you?
____	____	Does he act one way in public and another at home?
		These are subtle forms of power and control and begin the foundation of economic and emotional dependence.
____	____	Has he† ever hurt your pets?
____	____	Has your spouse/partner ever destroyed property in order to threaten you?
____	____	Does he keep you from talking with/seeing family members, friends, going to school?
____	____	Is he jealous of people you know or spend time with?
____	____	Have you changed your life to avoid making him angry?
		These behaviors begin to show the escalation of emotional abuse to physical abuse. The woman's danger is increasing in this relationship.
____	____	Has he ever hit you with something or thrown something at you?
____	____	Has he ever punched, kicked or choked you?
____	____	Does he have a weapon? What is it (e.g., knife, gun, chains, etc.)?
____	____	Has he ever used it? How?
____	____	Has he ever forced you to have sex?
		These are examples of physically abusive behaviors. The woman is in more serious danger with each battering incident.
____	____	How often does he do any of these things?
____	____	Have you ever gone to the hospital because of injuries from a beating?
____	____	Has he done any of these things to the children?
____	____	Have you ever called the police? What happened?
____	____	Are you afraid he will hurt you because of answering these questions/talking to me?
____	____	Are you blamed for his acts of violence?

†The pronoun he is used in relation to the batterer because statistics indicate that approximately 95% of battering incidents are perpetrated by men.

Source: Bureau of Justice Statistics. *Report to the Nation on Crime and Justice: The Data*, Washington, D.C.: Office of Justice Programs, U.S. Department of Justice, October 1983.

2. Use the tool for identifying a battered woman to help her assess the seriousness of her situation or level of danger.

Four Common Stages of Battered Women's Experiences

These stages provide a typical framework for battered women. To recognize the abuse and life threatening violence they experience takes courage and validation from someone else in the women's lives. Helping battered women address these stages can assist them to move from one to the other.

DENIAL — Battered women refuse to admit, even to themselves, that they have been beaten, or that there are problems in their primary relationships. They offer excuses for the violence. They may call each incident an accident and each time firmly believe it will never happen again. During this stage the children may be ignored or neglected since their mother's priority is staying alive.

GUILT — In this stage, battered women acknowledge that there is a problem, and consider themselves responsible for the batterers' behavior. They feel that they deserve to be beaten because they have not lived up to their partners' expectations.

ENLIGHTENMENT — Here, battered women no longer assume responsibility for abusive treatment, recognizing that no one deserves to be beaten. They are still committed to their relationships and staying with the batterers, hoping they can work things out.

RESPONSIBILITY — At this point, battered women accept the fact that the batterers will not, or cannot, stop the violent behavior. Battered women then decide to submit to it no longer and to start a new life.

3. Go through stages of awareness typical of battered women.

What a Batterer May Do When a Battered Woman Leaves

Following are several predictable ways in which a batterer may respond when a battered woman leaves:

1. He will try to locate her through family or friends. He may threaten them or seek their sympathy to learn of her whereabouts.

2. He may first try an apology with promises to change his behavior, offer her gifts, plead with her or threaten to hurt himself if she does not return.

3. If that method does not work, a batterer may threaten to attack family, friends, that he will take the children, or hurt the woman if she does not return. Remember, he alone is responsible for his actions.

4. He then may try the counseling/religic tep. He will start to attend church activities or set up an appointment for counseling.

5. If the above methods do not work, he may try others such as crying and begging in public in order to embarrass her and make her look "hard-hearted," harassing her, causing legal problems, showing up at her work, hanging around her family.

4. Go over several techniques batterers usually use when a battered woman leaves.

Legal Options for Women

Law Enforcement Action

Law enforcement officers called to the scene of a domestic dispute exercise their own best judgement, based on observations at the scene. If they have probable cause to believe that battery has occurred, they may arrest and jail the batterer. If an arrest is not made, and if one of the parties chooses to leave, the officers may be able to stand by for a while to prevent further violence. It is recommended that a woman consider filing charges if the batterer is not arrested.

Protective Orders

A Protective Order is issued to restrain an individual from harassing or abusing another person. This is a civil action filed in a court of record. Persons petitioning for a Protective Order must supply the Court with the alleged batterer's name, address, etc. Additional information, such as Social Security number and work address, is also helpful. There may be a cost for filing. A temporary order will be filed at that time. A constable will notify the alleged batterer that a Protective Order has been filed and both parties will appear in court, usually within two weeks. At this hearing, the judge will either suspend the order or issue a permanent order for an extended period of time.

Persons 18 years of age and over may file for a Protective Order. Filing fees can be reduced for those who cannot afford to pay. Married individuals may file against each other as long as the couple is not legally separated or in the process of getting a divorce. Persons who have filed for divorce or legal separation should seek a Restraining Order. Information from the local prosecutor's office, small claims court or battered women's service provider can verify whether someone who violates this protective order can in fact be arrested.

Restraining Order

A Restraining Order is a civil order used to limit contact between spouses who are legally separated or who have filed for divorce. An attorney must be used to file the order. Violent encounters in spite of the order should be reported to law enforcement personnel immediately. If a spouse violates the order, the action is viewed as "contempt of court." Criminal actions may be reviewed by the court in two to three weeks. Civil violations of the order are also reviewed by the court, but not so promptly. The victim should notify and work with an attorney if the Restraining Order is violated.

5. Go over legal information on protective orders, restraining orders, no contact orders. Suggest that she contact an attorney for more specific advice. Request that she notify the school immediately if such an order is issued.

No Contact Order

When filing charges, a no contact order can be requested. The municipal court judge may issue an order requiring the batterer to refrain from having any direct or indirect contact with the person battered. If the batterer does violate the order, the victim should call the police or sheriff for help. When the officer arrives, the woman must show him her copy of the order and he may arrest the batterer. If no arrest is made, the victim should notify the court or prosecutor's office that the order was violated and the batterer may be called before the judge again. It is a criminal offense to violate a no contact order. The local prosecutor's office or battered women's service providers can offer specific details.

Prosecuting a Batterer

A woman who has been battered can file an affidavit at the nearest Municipal Court Screening/Filing Desk within a day or two of the battering incident. Usually the batterer will be arrested within a few days and then released on bond pending a criminal trial several weeks later.

Safety Plan for Women

Use this safety plan with a woman to help her develop escape skills and act on her and her children's need for protection.

1. Take steps to increase your financial self-reliance. Establish your own checking account, one separate from that of your partner. Establish credit in your own name, if you can do so safely. Try to establish an emergency fund and add to it whenever possible.

2. Maintain close contact with family, friends and neighbors. Establish a code with family or friends in case an emergency arises.

3. Keep copies of all important records (e.g., birth certificates, immunization records, insurance policies, car titles, bank account records, blank checks, mortgage information) with a friend or family member.

4. Keep a suitcase packed in case you need to leave in a hurry. You might also want to leave this with a friend or family member so that your partner will not find it.

5. Keep a set of car keys hidden, preferably outside somewhere, or in a magnetic case on car. If you leave by car, lock the car doors.

6. Plan what to do prior to a violent incident. Leave room/home if partner becomes violent; know how to get out of the house.

7. Know where a safe place is and make arrangements with a trusted person with transportation to get you there. Call police if necessary to help with the children and know other emergency numbers to call. If you have any injuries, go to the hospital.

8. If you work outside the home, give your employer basic information and instructions not to tell your partner of your plans and to call the police if he comes to your workplace.

6. Assist her with developing safety plans for herself and the children.

Safety Plan for Child

Use this safety plan with a child to prevent the child from being injured and to reinforce the right of the child to be safe.

1. List some ways you can tell that there might be violence and that your mother might be hurt:

   A. Dad's behavior: _____

   _____

   _____

   B. Mom's behavior: _____

   _____

   _____

2. What have you done before when your mother was hurt?

   A. _____

   B. _____

   C. _____

   What helped you to feel safe?

   A. _____

   B. _____

3. What can you do to feel safe from now on? What people can you call for help?

   A. _____

   B. _____

   C. _____

   D. Police: 911.

   What things can you do to be safe?

   A. _____

   B. _____

   C. _____

Safety Plan for School

Use this safety plan with school personnel.

1. Be aware of potential violence from an abusive partner. Ask the woman if the batterer has threatened or injured others. Also, learn if the batterer has a weapon.

2. Be informed about any restraining, protective, or no contact orders the woman may have secured. Request documentation about custody of the children.

3. When a batterer or the non-custodial parent comes to school, use the following procedure:
   - ☐ an identified and trained school staff member should assess the situation for danger. This staff member can determine if it is safe to approach the individual. Back up staff should be alerted to the situation.
   - ☐ the batterer or non-custodial parent should be informed of the school's legal responsibility on custody issues and interest in keeping everyone safe.
   - ☐ if the individual does not leave when asked, the police or sheriff should be called to escort the person away.

Resources

Local Agencies

County Prosecutor's Office: Tel. No. _____

County Department of Public Welfare/
Child Protection Service: Tel. No. _____

Police Department: Tel. No. _____

Sheriff's Office: Tel. No. _____

Salvation Army: Tel. No. _____

Family Service: Tel. No. _____

Mental Health Association: Tel. No. _____

Services for battered women: Tel. No. _____

Emergency Shelters

_____

_____

_____

Other Community Resources

_____

_____

_____

_____

7. List community resources available to assist her further to be safe. Take time to call to get details on what services are available.

Statewide Resources

Prevention of Child Abuse, Indiana Chapter of the National Committee, 310 N. Alabama St., Ste. 300, Indianapolis, IN 46204 (317) 634-9282, (800) 962-2798

Child Abuse Resource Exchange (CARE) line: (800) 962-2798

Indiana Coalition Against Domestic Violence: (800) 563-6025

Curricula for Violence Prevention

"A Kids' Workbook on Family Violence," a coloring book for children's advocates for use with children. ($2.00, bulk rates available.) Minnesota Coalition for Battered Women, Physicians Plaza, Suite 201, 570 Asbury St., St. Paul, MN 55104, (612) 646-6177.

"It's Not Always Happy at My House," (film). MTI Film and Video, 108 Wilmot Road, Deerfield, IL 60015, 1-(800)-621-2131. 16mm, $575, 34 min.

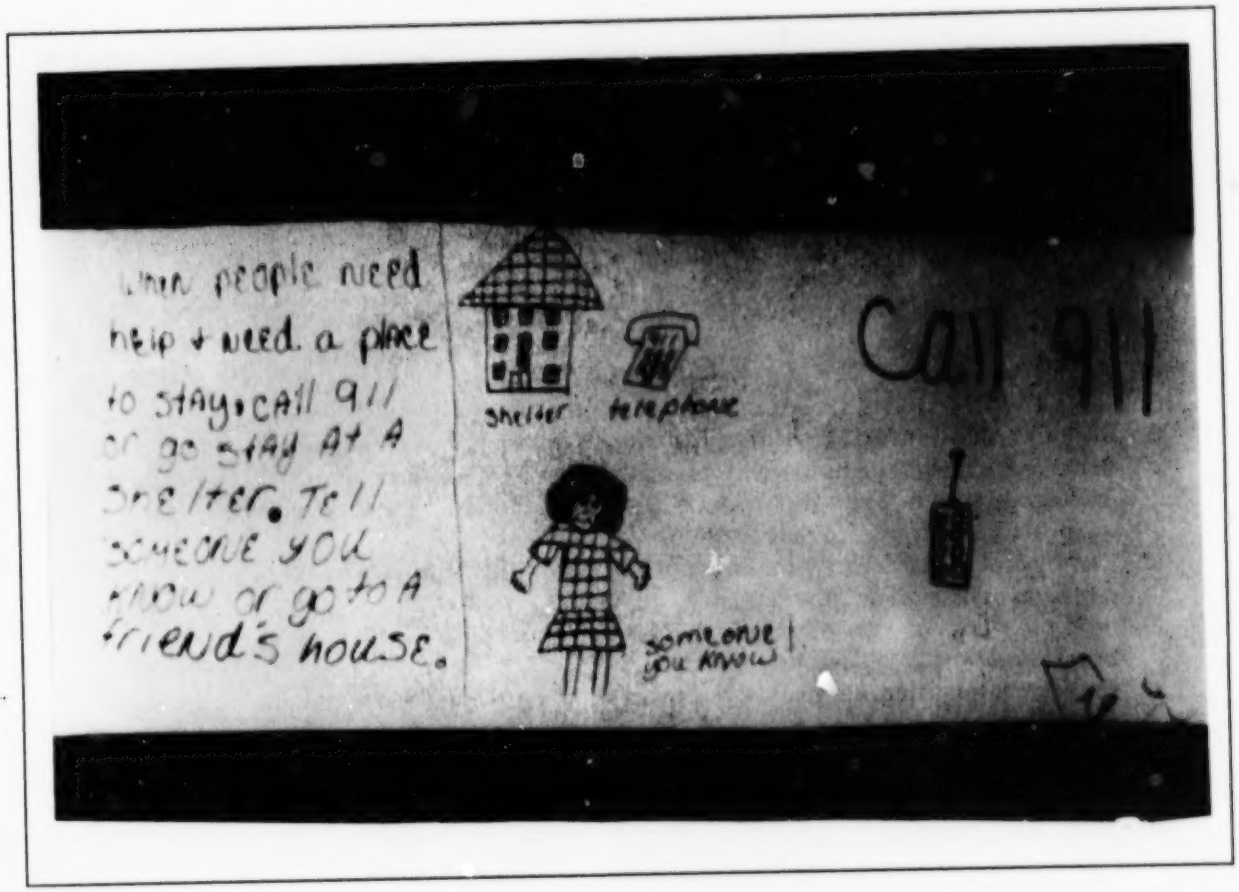
Levy, Barrie, *Skills for Violence-Free Relationships*, a curriculum for young people ages 13-18. Southern California Coalition on Battered Women, P.O. Box 5036, Santa Monica, CA 90405.

"Second Step," a curriculum for prevention of violence. Separate curricula for Grades 1-3, 4-5, and 6-8. Committee for Children, 172 20th Ave., Seattle, WA 98122. (206) 322-5050.

Southeastern Family Violence Center, *Happy home, safe home: An activity book for kids*. (12 page booklet, bulk prices.) Southeastern Family Violence Center, P.O. Box 542, Lunberton, NC 28358, (919) 739-8622.

The Indiana School Counselor's Idea Book K-12. Curricula ideas for impulse control, decision making skills, anger management and assertiveness (400 pages). See your local school counselor.

Notes


When people need help & need a place to stay, CALL 911 or go stay at a shelter. Tell someone you know or go to a friend's house.
shelter
telephone
CALL 911
someone you know

BEST COPY AVAILABLE

The School's Part

Legal Responsibility for Reporting Child Abuse or Neglect

Indiana Juvenile Code requires that *anyone* who has reason to believe that a child is the victim of abuse or neglect must make a report to law enforcement or to Child Protection Services in the County Department of Public Welfare. Below is a synopsis of the Juvenile Code which describes the legal obligations to report. Refer to your school reporting protocol for the procedures for reporting abuse or neglect of your school's students.

Section 2. Definitions

1. Child abuse or neglect. A child who is alleged to be in need of services (CHINS)

   3;-6-4-3(a)(l)-(5) A child is in need of services, if under 18 and
   - ☐ his physical or mental condition is seriously impaired or seriously endangered as a result of the inability, refusal or neglect of his parent, guardian or custodian to supply the child with necessary food, clothing, shelter medical care, education or supervision,
   - ☐ his physical or mental health is seriously endangered due to injury by act or omission of his parent, guardian, or custodian,
   - ☐ he is the victim of a sex offense as defined by the criminal citations incorporated into the CHINS definition,
   - ☐ his parent, guardian, or custodian allows him to participate in an obscene performance,
   - ☐ his parent, guardian, or custodian allows him to commit a sex offense.

   and needs care, treatment or rehabilitation that he is not receiving, and that is unlikely to be provided or accepted without the coercive intervention of the court.

8. Go over your legal responsibility to report suspected child abuse.

This includes a handicapped child who is:

- deprived of nutrition necessary to sustain life,
- deprived of medical or surgical intervention necessary to remedy or ameliorate a life-threatening medical condition.

Note: the following is also a definition of a "child in need of services" but not a category of child abuse and neglect:

- he/she endangers his/her own health or the health of another,
- his/her parent, guardian or custodian fails to participate in disciplinary proceedings where the child's behavior has been repeatedly disruptive at school,
- the child born with fetal alcohol syndrome or an addiction to a controlled substance or the child who has an injury, has abnormal development or is at risk of life threatening condition because the child's mother was addicted during pregnancy and is not receiving care or is unlikely to without the intervention of the court.

2. *Reason to believe.* Evidence which, if presented to individuals of similar background and training, would cause those individuals to believe a child was abused or neglected.

Section 3. Reporting

Any individual who has reason to believe that a child is a victim of child abuse or neglect must make a report. In agencies with an established reporting protocol, the report may be made to the liaison officer. However, this does not relieve the reporter of his/her legal obligation to be sure that a report of child abuse or neglect is made to the Child Protection Service (CPS) of the County Department of Public Welfare. Anonymous reports are accepted.

Section 4. Oral report

An oral report must be made immediately to the local child protection service or law enforcement agency.

Section 5. Written report

A written report (DPW Form 310) must be made within 48 hours of the receipt of the oral report. Copies must be available immediately to the law enforcement agency, prosecutor and, in cases involving death, to the coroner.

Section 7. Immunity from liability

Unless acting maliciously or in bad faith, any person, other than the accused, who reports child abuse or neglect or is involved in the investigation or disposition of child abuse or neglect reports is immune from any criminal or civil liability.

Section 8. Privileged communications

Privileged communications between husband and wife or medical practitioner and patient is not a ground for failure to report or excluding evidence in judicial proceedings.

Section 20. Failure to make a report

Class B misdemeanor.

Section 22. Reports

A follow-up report to the source of the original report must be sent within 30 days when the reporter is a hospital, mental health center, physician, or school. A second report may be due in 90 days.

Teacher In-Service
Dynamics of Family Violence on Students

Lesson plan

Agenda

- ☐ The Problem
- ☐ The Effect on Children
- ☐ Intervention from Student Services
- ☐ Intervention from the Classroom Teacher

Time: 25-30 Minutes

The Problem

During the first five minutes review national and local research statistics with the staff. National research is summarized for you on pages 9 and 10. You may want to duplicate the page as a handout. Highlight the information for the staff. Secure local statistics on the number of battered women/children in your county. This information may be obtained from your local welfare office or the Indiana Department of Public Welfare (317) 232-4431. Prepare a simple handout of this information.

The Effect on Children

For the next 15 to 20 minutes do the following:

- ☐ Prior to the inservice, review pages 11 and 12, "How Children Are Affected by the Observation of Violence," and pull information out for discussion. This will help staff acquire information for early identification. The goal of early identification is to intervene before the spouse battering moves to the child and becomes child abuse.
- ☐ Have the staff break into triads and discuss with each other any of their experiences or awareness with battery of women and children. Process the information they raise in the large group.
- ☐ Review with staff "Indications of Maltreatment in Children." Duplicate the "Signs of Maltreatment in Children" (pages 13 to 17) for the staff.

Interventions

For the next 5 minutes:

- ☐ Let staff know that student services has completed a joint inservice and are prepared to do early intervention as well as receive referrals from the staff. Let them know Student Services refers the mother for counseling and helps the mother and student develop a safety plan.
- ☐ Provide the staff with an overview of the school safety plan developed for when a batterer may come to school.
- ☐ Provide an appropriate developmental perspective for the staff from the section on "Violence Prevention — Classroom Activities" (page 40). Tell the staff that children living with family violence will benefit from developmental guidance curriculum activities that facilitate:

    - ☐ learning feeling vocabulary;
    - ☐ expression of feeling;
    - ☐ linking feelings to circumstances will help them to predict reactions;
    - ☐ learning to do conflict management;
    - ☐ decision-making activities;
    - ☐ opportunities to practice decision-making;
    - ☐ anger management.

These classroom activities can be found in the Learning to Live in the *Indiana Developmental School Counseling Idea Book*. A copy is in the possession of each licensed school counselor in Indiana as of Spring, 1991.

Options

At another inservice, you may want to do a role play demonstrating the steps in anger management (page 42) in the context of student behavior at school. Another option is to have the drama department at the high school do a role play demonstration for the faculty.

This is an opportunity to offer to team teach or collaborate with the teachers in delivering a developmental school counseling unit through the counseling curriculum. You may want to copy some grade-appropriate activities from the *Indiana Developmental School Counseling Idea Book* as examples to hand out.

Planning Form

❑ Counseling Curriculum ❑ Responsive Services
❑ Individual Planning ❑ System Support

Activity Title	Student Services and Administrator's Inservice *Battered Women and the Effects on Children* 1. Domain N.A. 2. Goal N.A. 3. Competency N.A. 4. Description Of Activity. During a one hour inservice, student services staff and administrators will review materials on battered women and the effects on children. An action plan will be produced for the staff inservice, a student services action plan and a school safety plan will be developed.
Facilitator	School Counselor, School Social Worker, School Nurse, School Psychologist
School	Your school
Phone	
Date	As soon as possible
Population	Total school staff — Student Services and Administration
Number Served	Your number
Setting	Staff inservice in office
Time Line:	
Resources Needed	"Violence in Families: An Educator's Guide to Protect Children of Battered Women" 1. Financial — none 2. Equipment — none 3. Material — "Violence in Families: an Educator's Guide to Protect Children of Battered Women"
Documentation	Action Plan and Time Line
Methods Of Evaluation	Pre and post tests on information on Battered Women or faculty survey
Comments or Observations	

Student Services and Administrator's Inservice
Battered Women and the Effects on Children

Agenda

- ☐ Review the Problem
- ☐ Make an Action Plan for Teacher Inservice
- ☐ Make an Action Plan for Student Services and Administration

Time: 1 hour

The Indiana State Plan for Developmental School Counseling provides system support for the total school climate which is affected by children exposed to violence in the home. All Student Services Professionals share in delivery of services for this student population. The goal of this 1 hour meeting is to produce an action plan for teacher inservice (see pages 36 and 37), student services action plan, and a school safety plan (see page 28).

Divide review responsibilities of these materials between the school counselor, psychologist, nurse, social worker, and principal. Co-present in a joint K-12 student services meeting a review of "The Dynamics of Family Violence" (pages 5 to 18). The following are areas for review and presentation.

- ☐ Intervention Model
- ☐ Research and Statistics — National, State, and Local
- ☐ Problem solving:
  1. School communication problems regarding battered women.
  2. Community problems regarding battered women. (Communication between school and court. Who in the community needs inservice on this concern?)
  3. Develop an action plan according to community need.
- ☐ Review the lesson plan for the Teacher Inservice and make assignments for the areas of presentation.

Violence Prevention — Classroom Activities

Given national statistics, there is a high probability that there will be a number of children in any classroom who are victims of violence, directly or as witnesses. There will be teachers and administators who have witnessed violence, continue to experience violence, or may be perpetrators of violence. Be prepared for resistance from these persons. Physical and emotional trauma to these children too often results in excessively aggressive and impulsive behavior in the classroom. These behavior patterns can set the child up for failure in school and in life situations. Children exhibiting these aggressive and impulsive behaviors early in their school years underachieve in school, and as adults are fired from jobs, rejected socially and replay the pattern of violence with their own mates and children. These "high risk" children can be identified early through such behaviors as a tendency to push and poke at other children, rushing into things without prior thought, negative and belligerent behavior toward authority, or self-centered verbal responsiveness. Not only does this aggressive behavior jeopardize chances for success for these children, it also disrupts the classroom and puts other children at risk as victims. One in ten students is regularly harassed or attacked by an aggressive student.

Research points to a number of factors in children's development which establishes the basis for aggressive behavior. Young children (preschool age) are naturally self-centered and see the world and events from only their own perspective. Thinking is based on immediate comprehension rather than any logical process. The hallmark of a preschooler's thinking is reliance on perception.

As children proceed developmentally and through modeling adult behavior, they begin to develop the ability to think logically, at least on a concrete level. Children in the first or second grade become less egocentric and better able to take others' points of view, although they do continue to focus primarily on their own viewpoint. The ability to appreciate fully another perspective is more developed in children by the third grade. They are usually able to understand the difference between accidental and intended action. Blame is attributed according to intent. These natural cognitive developments enable children to learn empathy for others. Parallel cognitive gains cause children to develop logical reasoning skills. They can begin to think through problems before they act.

If normal development is thwarted by a disruptive or violent household, children may fail to develop the skills of empathy and logical reasoning and instead mirror their parents' responses to problems. These responses include rash decisions based on limited personal perceptions, emotional and physical lashing out at affronts, and reduced ability to assess or accept responsibility for one's actions.

The Committee for Children, an organization from Seattle, Washington which emphasizes education to prevent the abuse of children, has completed extensive research regarding the causal factors for the development of violent behavior in children. In the documentation for their curriculum for school age children on violence prevention (*Second Step*), they show that aggressive and violent behavior is correlated with social isolation and a lack of empathy, impulse control, decision-making skills, anger management and assertiveness.

These are skills which can be enhanced or, for some children, initially developed in the classroom. Children need to learn how to express their feelings through discussion and role-play exercises and learn to recognize the presence of these feelings in themselves and others. They can also learn what circumstances may cause certain feelings, enabling them to predict how another may react to specific actions. The idea of shared and conflicting feelings is an important lesson to be taught children. These concepts are central to the development of empathy in children.

Learning a process for making decisions is something which will benefit all children. Many children develop, either intuitively or through modeling adults, a subconscious process for making good decisions. Even when children do not have models to imitate or their cognitive development has not properly incorporated intuitive processing, they can be taught how to make good decisions. A common five-step process for making decisions includes the following:

1. Define the problem;
2. Brainstorm a variety of solutions to the problem;
3. Evaluate how well each of the solutions generated will solve the problem;
4. Decide on a solution and apply it to the problem;
5. Evaluate how well the solution actually worked in solving the problem.

Teachers can demonstrate this process with extremely simple problems such as what to wear to school, or what friend to ask out to play in order to demonstrate how the process works and how people continually incorporate this process into their everyday lives. More complex problems can be discussed based on the children's age levels. Steps one and two above are the most difficult, especially for children from violent or chaotic families. It is often difficult for children to identify correctly the problems, especially when they often believe they have causes them. Since these children have a limited repertoire of behavioral responses, they usually need help to generate more solutions than the obvious win-lose solution which may have caused the problem in the first place. As children grow in their ability to empathize, the rest of the decision making process becomes easier for them.

As with learning any new skill, repetition and practice are the critical elements in developing the skill of decision making. Incorporating the process into as many

areas of the learning day as possible will obviously increase the potential for understanding and the children's ability to use the process on their own. Each time a child is called on to make a decision, the process can be reinforced by showing alternatives to impulsive decision making.

The third area of classroom learning which can greatly benefit violent or aggressive children is with anger management. Children have to learn that anger is not a "good" or "bad" feeling in itself but that acting out toward others when angry can have unwanted consequences. The process for anger management as outlined by the *Second Step* curriculum is as follows:

1. Recognizing anger triggers — external events and internal appraisals that serve as provocations to anger arousal.
2. Watching for warning signs — physiological sensations that signal to the individual her/his level of anger.
3. Making self-instructional statements called "reminders" that may reduce anger arousal, such as, "Cool down" or "I can handle this."
4. Using reducers to reduce anger arousal — deep breathing, counting backward, peaceful imagery, and consideration of consequences.
5. Self evaluation of performance in a provocation situation and either self-reward or self-correction.

Teaching the anger management process along with skills for how to be assertive — making eye contact, erect posture, a firm voice and a clear message — help children deal with situations which they all encounter in school and at home. Anger management enables the children to understand and deal with their angry feelings and the assertiveness training gives them options for handling situations. As with other new skills, learning these skills requires repetition and practice through discussion, role-play and teacher modeling.

There are a variety of specific curricula which can be incorporated into daily classroom activities, whether through the use of specific lessons or through adapting the concepts to ongoing lessons. Several curricula, films, and activity books are listed in the resource section of this guide.

Handouts for Women

Children Learn What They Live

If children live with criticism,
They learn to condemn.

If children live with hostility,
They learn to fight.

If children live with ridicule,
They learn to be shy.

If children live with shame,
They learn to feel guilty.

If children live with tolerance,
They learn to be patient.

If children live with encouragement,
They learn confidence.

If children live with praise,
They learn to appreciate.

If children live with fairness,
They learn justice.

If children live with security,
They learn to have faith.

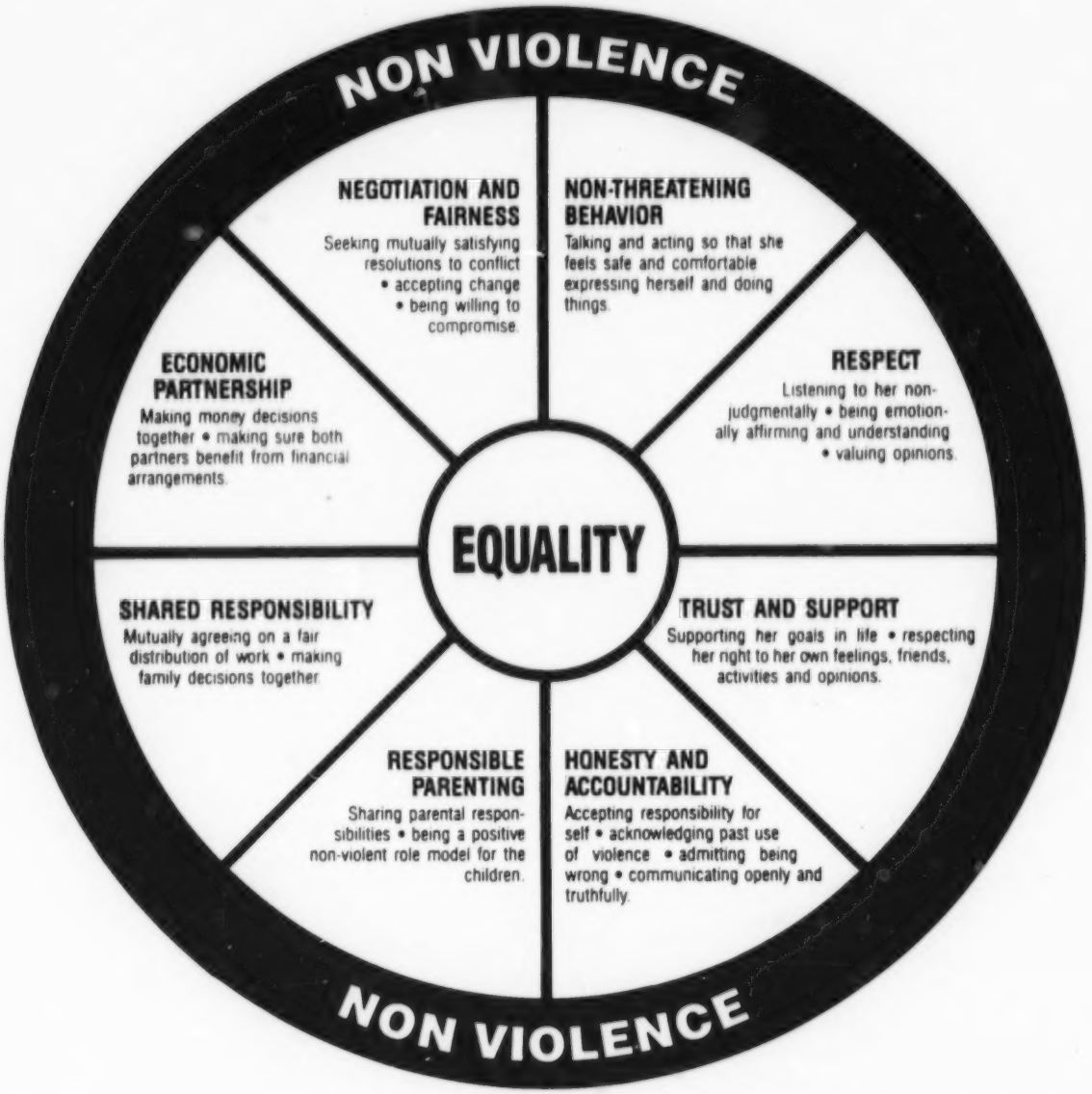
If children live with approval,
They learn to like themselves.

If children live with acceptance and friendship,
They learn to find love in the world.

— Dorthy Law Nolte

Equality Wheel

This is a diagram to help a battered woman see the components of a nonviolent relationship. This can reinforce her right to a safe and respectful relationship with a primary partner.


NON VIOLENCE
NEGOTIATION AND FAIRNESS
Seeking mutually satisfying resolutions to conflict • accepting change • being willing to compromise.
NON-THREATENING BEHAVIOR
Talking and acting so that she feels safe and comfortable expressing herself and doing things.
ECONOMIC PARTNERSHIP
Making money decisions together • making sure both partners benefit from financial arrangements.
RESPECT
Listening to her non-judgmentally • being emotionally affirming and understanding • valuing opinions.
EQUALITY
SHARED RESPONSIBILITY
Mutually agreeing on a fair distribution of work • making family decisions together.
TRUST AND SUPPORT
Supporting her goals in life • respecting her right to her own feelings, friends, activities and opinions.
RESPONSIBLE PARENTING
Sharing parental responsibilities • being a positive non-violent role model for the children.
HONESTY AND ACCOUNTABILITY
Accepting responsibility for self • acknowledging past use of violence • admitting being wrong • communicating openly and truthfully.
NON VIOLENCE

Domestic Abuse Intervention Project
206 West Fourth Street
Duluth, Minnesota 55806
218-722-4134

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